**Lesson Plans for Mrs. Hanlon’s Class**

**Monday October 3, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Lesson 6- Uncomfortable Feelings**

* Read pages 314-317
* Activity Book p. 50
* Optional: Assign groups a feeling and have students create a poster about the feeling to teach to the class.
* Optional: Have students create acrostic poems with one of the feeling words

**Homework:** Work with group on poster.

**Assessment:** Completed posters and presentations of posters

**9:00-9:30 Gym**

**9:30-9:45 TEACHER Read aloud and snack**

**9:45-10:00 Spelling**

**Objective**: Students will be able to increase their spelling skills by reviewing words from this theme.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. Have students write out their spelling words in their notebooks. Have them checked by the teacher.
2. Allow students to work on the spelling pages 71-73 in their workbook.
3. Cut out their spelling list on put it in the take-home folder.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Complete workbook pages

**10:00-10:30 ENGLISH**

**Lesson 1: What Is a Noun?**

**Objective:** Students will identify nouns in a sentence.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have each student write a person, place and thing on the board.
2. Read and complete pages 64-65 as a whole class.
3. Students will independently complete worksheet 1
4. Work time on worksheet page 1

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:30-11:45 Reading**

**Objective**: Students will be able to show their knowledge gained in Theme 1.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. Introduce vocabulary by completing workbook page 61 as a group. Students will choose two words to add to our word list.
2. Read the “Night of the Twisters” to students found from pages M10-M16. You may use the CD to listen to the story. Discuss questions.
3. Have students complete the graphic organizer page 62 for the Night of the Twisters and connecting and comparing page 253 for the Night of the Twisters.
4. Use teacher’s manual page M36-M37 to teach vowel and connect patterns. Complete page 69. Use rules but also have students use dictionaries to find the word’s structural analysis.

**Assessment**: Teacher observations and completion of independent work

**Assignment**: Completed workbook pages

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to calculate the mean.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Complete interactive chalkboard 2.6
4. Allow students to use a calculator to complete worksheet 2.6.

**Assignment:** 2.6 worksheet

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will identify a mixture as it being made up of two or more substances that are not chemically combined. Students will identify solutions as being a special type of mixture.

**Resources:** Teacher manual p. E58-65, Student Book: E58-65

Worksheet: Skeleton notes, Study Guide worksheet B, Chapter concept sheet.

**Activities:**

1. Bring in trail mix and Kool Aid- mix both for the students and talk about how one is a mixture and one is solution- discuss definitions of both- students will be able to eat and drink during the lesson.
2. Begin reading p. E60 in textbook- students should fill out skeleton notes as they read.
3. Complete Chapter Concept chart with definitions.
4. Hand out worksheet to complete.

**Assignment:** Study Guide A

**Assessment:** Students will be assessed through discussion and independent completion of worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Tuesday October 4, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills; review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

2**:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**8:30-9:00 Health-Continue with posters**

**Objective:** The learner can express ways to express feelings and learn and practice effective strategies for managing stress, dealing with feelings, and resolving conflict.

**Materials:** Students textbook pages 290-319, Teacher manual page 288A-319, activity book pages 46-50, building good character 4-Poster RESPECT, Manages Stress poster 9

**Lesson 6- Uncomfortable Feelings**

* Read pages 314-317
* Activity Book p. 50
* Optional: Assign groups a feeling and have students create a poster about the feeling to teach to the class.
* Optional: Have students create acrostic poems with one of the feeling words

**Homework:** Work with group on poster.

**Assessment:** Completed posters and presentations of posters

**9:30-10:00 English**

**Lesson 2: Common and Proper Nouns**

**Objective:** Students will identify common and proper nouns in a sentence.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Play the name game with students. You say a common noun, the students say a proper noun
2. Read and complete pages 66-67 as a whole class.
3. Students will independently complete worksheet 2
4. Work time on worksheet page 2

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing after completed English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**10:00-10:30 Music**

**10:30-11:10 Computer Lab**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show their knowledge gained in Theme 1.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. Introduce vocabulary for selection using page 64 in workbook. Choose two words for our word wall.
2. Read the Blizzard to students found from pages M19-M24. You may use the CD to listen to the story. Discuss questions.
3. Have students complete the graphic organizer page 62 for the Blizzard and connecting and comparing page 63 for the Eye of the Storm.
4. Have students complete page 65-66 to understand “Choosing the Best Answer” used teacher’s manual pages M30-M33 to lead lesson.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know how to determine the median, mode, and range for a set of data.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the Day
2. Correct homework and discuss any problems.
3. Discuss “When am I ever going to use this?” on page 80.
4. Use Interactive Chalkboard to complete discuss 2.7
5. Have students complete worksheet 2.7

**Assignment:** worksheet 2.7

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students will recognize that matter can change from one state to another.

**Resources:** Teacher manual p. E74-79, Student Book: E74-79

Worksheet: 14.1 Study Guide A- in Packet- p.76-77

**Activities:**

1. Introduce that matter has three states- solid, liquid, and gas.
2. Begin reading p. E74-79 in textbook and use discussion questions in manual to check for understanding.
3. Assign p. 14.1 Study Guide A-

**Assignment:** 14.1 Study Guide A- in Packet- p.76-77

**Assessment:** Students will be assessed through discussion and completion of lab.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Wednesday October 5, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:00 English**

**Writing With Nouns**

**Objective:** Students will combine sentences to make a compound subject.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Have two students come up to the front of the room and perform different tasks. Talk about simple sentences and compound sentences to describe the two students.
2. Read and complete pages 68-69 as a whole class.
3. Students will independently complete worksheet “Writing with Nouns”
4. Work time on worksheet “Writing with Nouns”

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**Writing-Journal Writing English assignment**

**Journal Writing**

**Objective:** Strengthen student’s voice in their writing.

**Materials:** Journals

**Activities:**

1. Select entry
2. Model basic outline for journal entry.
3. Allow students independent writing time.

**Assessment:** Teacher observations and complete journal entry.

**Homework:** Complete unfinished work from lesson.

**9:00-9:30 Gym**

**9:30-10:30 Art**

**10:30-10:45 Teacher Read aloud and snack**

**10:30-11:00 Writing**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show their knowledge gained in Theme 1.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury

**Activities**:

1. Introduce vocabulary for selection using page 64 in workbook. Choose two words for our word wall.
2. Read the Blizzard to students found from pages M19-M24. You may use the CD to listen to the story. Discuss questions.
3. Have students complete the graphic organizer page 62 for the Blizzard and connecting and comparing page 63 for the Eye of the Storm.
4. Have students complete page 65-66 to understand “Choosing the Best Answer” used teacher’s manual pages M30-M33 to lead lesson.

**Assessment**:Teacher observations and independent work.

**Assignment**: Completed workbook pages.

**11:45-12:30 Lunch and Recess**

**12:30-1:20 Math**

**Objective:** For students to know how to analyze graphs.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Problem of the day.
2. Correct homework and discuss any problems.
3. Interactive chalkboard 2.8
4. Allow students time to work on 2.8 worksheet.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:**Students will recognize that matter can change from one state to another.

**Resources:** Teacher manual p. E82-83, Student Book: E82-83

Worksheet: Lab sheets

**Activities:**

1. Go through how to complete lab using p. E83 in manual, discuss safety notes.
2. Students will collect materials for lab and complete “Making Rain” in groups- students will complete lab sheets as they complete the lab.

**Assignment:** Complete lab sheet

**Assessment:** Students will be assessed through discussion and completion of lab.

**2:00-2:15 Recess**

**2:30 LION EYES ASSEMBLY  
  
2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Thursday October 6, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30-9:10 Computer Lab**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**9:15-10:00 LMC—with mrs. dickenson**

**10:00-10:10 Teacher Read aloud and snack**

**10:05-10:55 D.A.R.E.**

**10:00-10:30 English**

**Lesson 3: Singular and Plural Nouns**

**Objective:** Students will write the plural form of nouns correctly.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Write different singular and plural combinations. Have students finish the list. (Teacher’s Manual page 70 “Reteaching”
2. Read and complete pages 70-71 as a whole class.
3. Students will independently complete worksheet 3
4. Work time on worksheet page 3

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show their knowledge gained in Theme 1.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury, Theme Tests

**Activities**:

1. Go over the Reading Test briefly with students.
2. Allow students to take the Theme 1 Reading Test.

**Assessment**:Theme 6 Reading Test

**Assignment**: Independent reading

**11:45-12:30 Lunch and Recess**

**12:30--2:55 Math**

**Objective:** For students to review Chapter 2

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:**
2. Correct homework and discuss any problems.
3. Review pages 90-91
4. Allow students complete page 93
5. Check the page 5 minutes before the end of class.

**Assignment:** Book work.

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students identify a change in state of matter as a physical change.

**Resources:** Teacher Manual P. E84-88

Student Book E84-88

Worksheets: Study Guide p. 78 & 79

Transparencies:

**Activities:**

1. Read through pages E84-88 in textbook with students. Use comprehension questions in teacher manual to guide discussion.
2. When done with reading, students should work on study guide worksheets 78 & 79 IN THEIR PACKETS!- They have these already- don’t let them tell you that they don’t know what you are talking about..

**Assignment:Study guide p. 78 & 79**

**Assessment:** Informal assessment through discussion and completion of study guide worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.

**Friday October 7, 2011**

**8:10 Start of School:**

* Students enter building,
* materials in lockers
* lunch count
* attendance

**8:20 Daily Oral Language (DOL)**

**Objective:** Students build editing and revision skills. Review and increase understanding of the components of the written language.

**Material:** Student DOL booklets, Smart board slides.

**Procedure:**

1. Students complete that day’s DOL activities independently.
2. Check and discuss as a whole class using smart board.

**Assessment:** Teacher observations and spot checking student booklets.

**Homework:** None

**8:30 Music**

**9:00 Gym**

**9:30-9:45 Teacher Read aloud and snack**

**9:45-10:15 Spelling**

**Objective:** Assess student understanding of weekly spelling words.

**Materials:** Spello

**Procedure:**

1. Play Sparkle
2. Give Test
3. Correct while playing ‘Spello’

**Assessment:** Teacher observations

**Homework:** Test

**9:15-10:00 LMC—Homeroom Teacher lead**

**10:00-10:30 English**

**Lesson 4: More Plural Nouns**

**Objective:** Students will write plural form on nouns ending with “f”, “fe” and “o” and some nouns that have special forms.

**Materials:** Houghton Mifflin: English

**Activities:**

1. **Anticipatory Set:** Place the “One Minute Warm-up” activity on the board.
2. Read and complete pages 72-73 as a whole class.
3. Students will independently complete worksheet 4
4. Work time on worksheet page 4

**Assessment:** Teacher observations and complete worksheet.

**Homework:** Worksheet.

**10:30-11:00 Writing**

**Objective:** Students will create a rough and final draft of their descriptive writing.

**Materials:** Descriptive writing outline

**Procedure:**

1. Allow students to write their descriptive writing rough draft.
2. Peer revisions
3. Teacher revisions
4. Peer edit
5. Teacher edit
6. Create a final draft

**Assessment:** Final descriptive story.

**Homework:** None.

**11:00-11:45 Reading**

**Objective**: Students will be able to show their knowledge gained in Theme 1.

**Materials**: Houghton Mifflin Teacher’s Edition: Theme 1: Nature’s Fury, Theme Test

**Activities**:

1. Go over the Reading Test briefly with students.
2. Allow students to take the Theme 1 Reading Test.

**Assessment**:Theme 1 Reading Test

**Assignment**: Independent reading

**11:45-12:30 Lunch and Recess**

**12:30—1:20 Math**

**Objective:** For students to take the Chapter 2 Test.

**Resources:** Glencoe Mathematics Teacher’s Manual.

**Activities:**

1. **Anticipatory Set:** Review if students have any questions.
2. Allow students to take the Chapter 2 Test.

**Assignment:** Enrichment

**Assessment:** Teacher observations and complete homework.

**1:20-2:00 Science with Mrs. Radtke’s Class**

**Objective:** Students identify a change in state of matter as a physical change.

**Resources:** Teacher Manual P.

Student Book

Worksheets: Study Guide

Transparencies:

**Activities:**

1. Students will review for chapter test using pages – Students will take notes as teacher goes through actual test to practice and check understanding.

**Assignment:Study for Test**

**Assessment:** Informal assessment through discussion and completion of study guide worksheet.

**2:00-2:15 Recess**

**2:15-2:55 Science with Homeroom students.**

**2:55 End of the Day Wrap-Up:** Classroom Jobs, Assignment Notebooks, Room Clean-up, end of the day messages.